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In our contemporary learning society, expectations about the contribution of education and training continue to rise. Moreover, the potential of information and communication technology (ICT) creates many challenges. These trends affect not only the aims, content and processes of learning, they also have a strong impact on educational design and development approaches in research and professional practices. Prominent researchers from the Netherlands and the USA present their latest findings on these issues in this volume. The major purpose of this book is to discuss current thinking on promising design approaches and to present innovative (computer-based) tools. The book aims to serve as a resource and reference work that will stimulate advancement in the field of education and training. It is intended to be useful in academic settings as well as for professionals in design and development practices.

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“A searing and emotionally gripping account of a young black girl growing up to become a strong black woman during the most difficult time of racial segregation.”—Professor Charles Ogletree, Harvard Law School “Provides important context for an important moment in America’s history.”—Associated Press When fourteen-year-old Carlotta Walls walked up the stairs of Little Rock Central High School on September 25, 1957, she and eight other black students only wanted to make it to class. But the journey of the “Little Rock Nine,” as they came to be known, would lead the nation on an even longer and much more turbulent path, one that would challenge prevailing attitudes, break down barriers, and forever change the landscape of America. For Carlotta and the eight other children, simply getting through the door of this admired academic institution involved angry mobs, racist elected officials, and intervention by President Dwight D. Eisenhower, who was forced to send in the 101st Airborne to escort the Nine into the building. But entry was simply the first of many trials. Breaking her silence at last and sharing her story for the first time, Carlotta Walls has written an engrossing memoir that is a testament not only to the power of a single person to make a difference but also to the sacrifices made by families and communities that found themselves a part of history.

What is it really like to be a teacher today? Teaching?The Imperiled Profession goes beyond conventional analyses, to probe the profession and various threats to its viability. Daniel L. Duke has drawn on his own and current educational research—including surveys of teacher opinion, interviews with teachers, and press coverage of educational issues—to uncover and examine a complex array of factors that contribute to the troubled state of the profession and the unprecedented discouragement of its practitioners. The book also analyzes traditional sources of support. Teaching?The Imperiled Profession provides prospective teachers with a realistic picture of the profession today. It identifies a set of concerns on which citizens might reasonably focus attention, in order to forestall any future deterioration. It provides the educator, administrator, and policy-maker with a comprehensive set of recommendations for revitalizing the profession. The book also serves as a concise history of the teaching profession as it has developed in the United States during the twentieth century.

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